



Social and Emotional Learning

September 21-24, 2020

This presentation was produced under
U.S. Department of Education
contract No. ED-ESE-14-D-0008
with Synergy Enterprises, Inc.

The views expressed herein do not necessarily
represent the positions or policies of
the U.S. Department of Education.

No official endorsement by the U.S. Department of Education of
any product, commodity, service, methodology, technique or
enterprise mentioned here is intended or should be inferred.



Disclaimer



Ensuring Continued Success

Social and Emotional Learning



Facilitators



Jenn Conner

Lead Education Specialist



Andrew Francis

Education Specialist



Chat Facilitators



Dave McConnell

Lead Training Specialist



Yana List

Education Specialist




Using Zoom


raise hand


yes


no


go slower


go faster


more




Mute


Stop Video


Invite

 1
Participants


Share


Chat

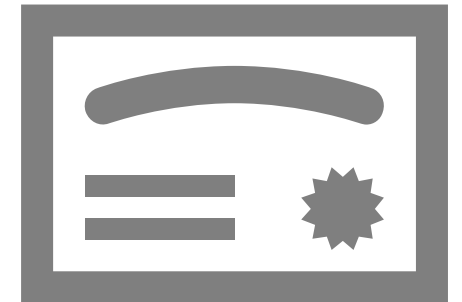

Record

Leave Meeting



Certificates

**Will be provided for each day of
the series and emailed to you
within one week.**





The Series

Assessing Organizational Readiness
Structuring for Social and Emotional Learning
Planning Successful SEL Activities
Ensuring Continued Success

1 p.m. ET



Objectives

- Implement practices and policies which ensure continuing success
- Construct a SEL initiative
- Identify Y4Y resources and tools to support social emotional learning





Steps to Social & Emotional Learning





Steps to Social & Emotional Learning





Steps to Social & Emotional Learning





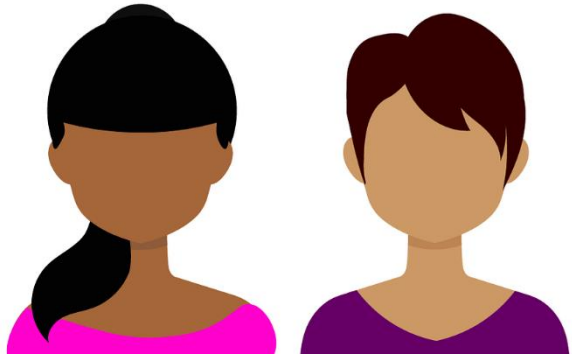
Recruit and Prep High-Quality Staff



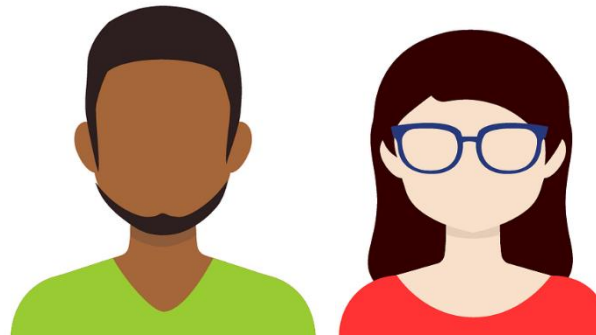
Fully Qualified?



Recruit and Prep High-Quality Staff



Existing Staff



Partners



New Hires



Consideration



Skill Sets



Knowledge



Credentials



Diversity



Skill Sets





Knowledge





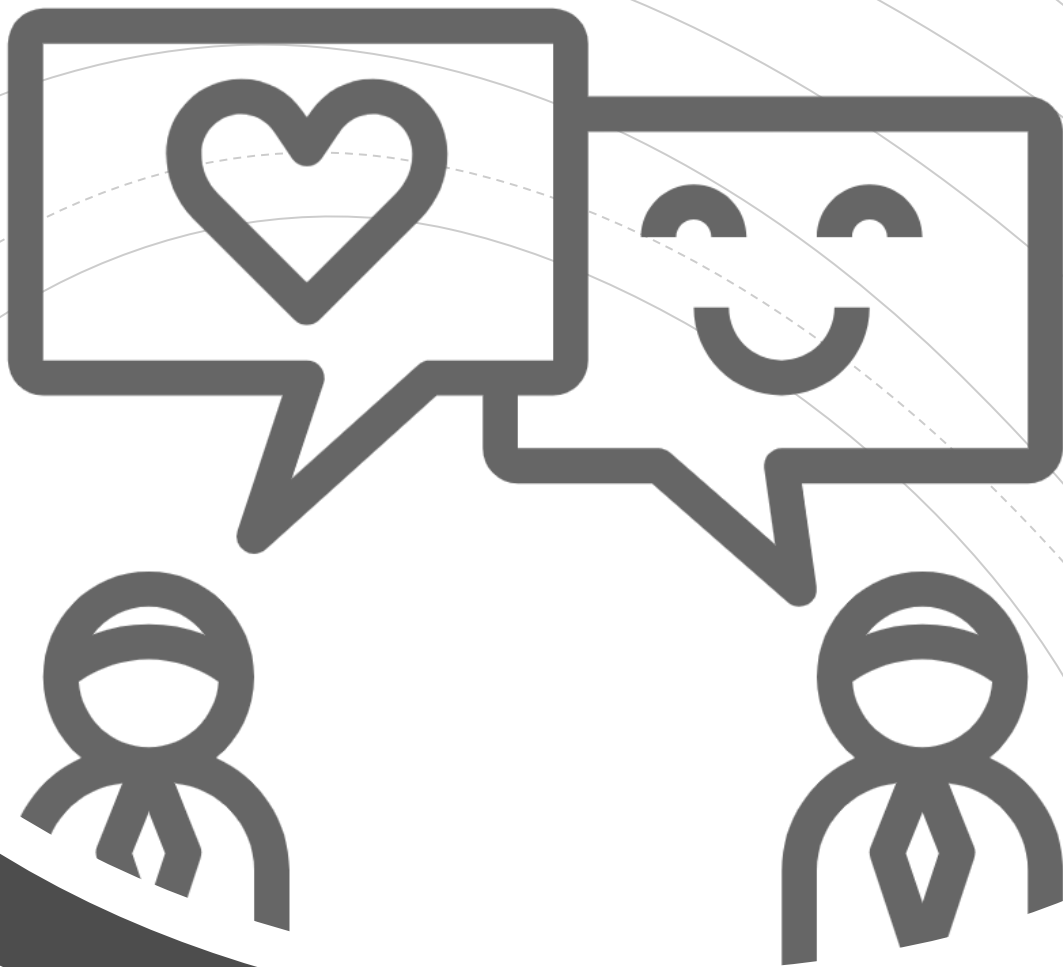
Credentials





Diversity





Ability



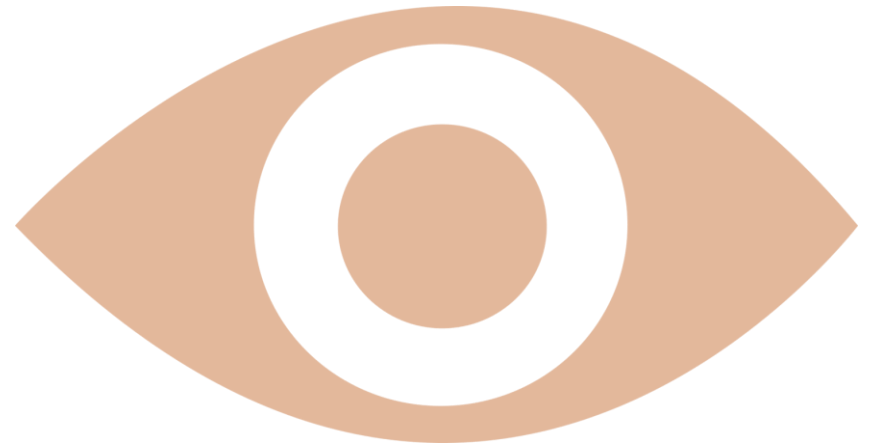
Assess Staff



Means of Assessment



Self-Assessment



Observation



Self- Assessment





Observations

Observation 1: Homework Time



- Teacher and students are separate
- Students wait in a line for help
- Students argue over materials
- Volume has steadily increased
- Teacher calls out regular reminders to focus on homework
- At recess, students dash to the door

Observation 1: Homework Time



A: Coach Betty on how to designate different homework zones.

B: Train Betty on ways to setup the space so students can reach materials.

C: Invite Betty to attend workshops on creating a welcoming environment.

Observation 2: Escape Room



- Escape Room activity with 8th graders
- Teacher tells students to form groups and work the stations
- Teacher yells go
- Some students argue at the stations, others don't move
- Teacher comments negatively on the behavior and moves away

Observation 2: Escape Room



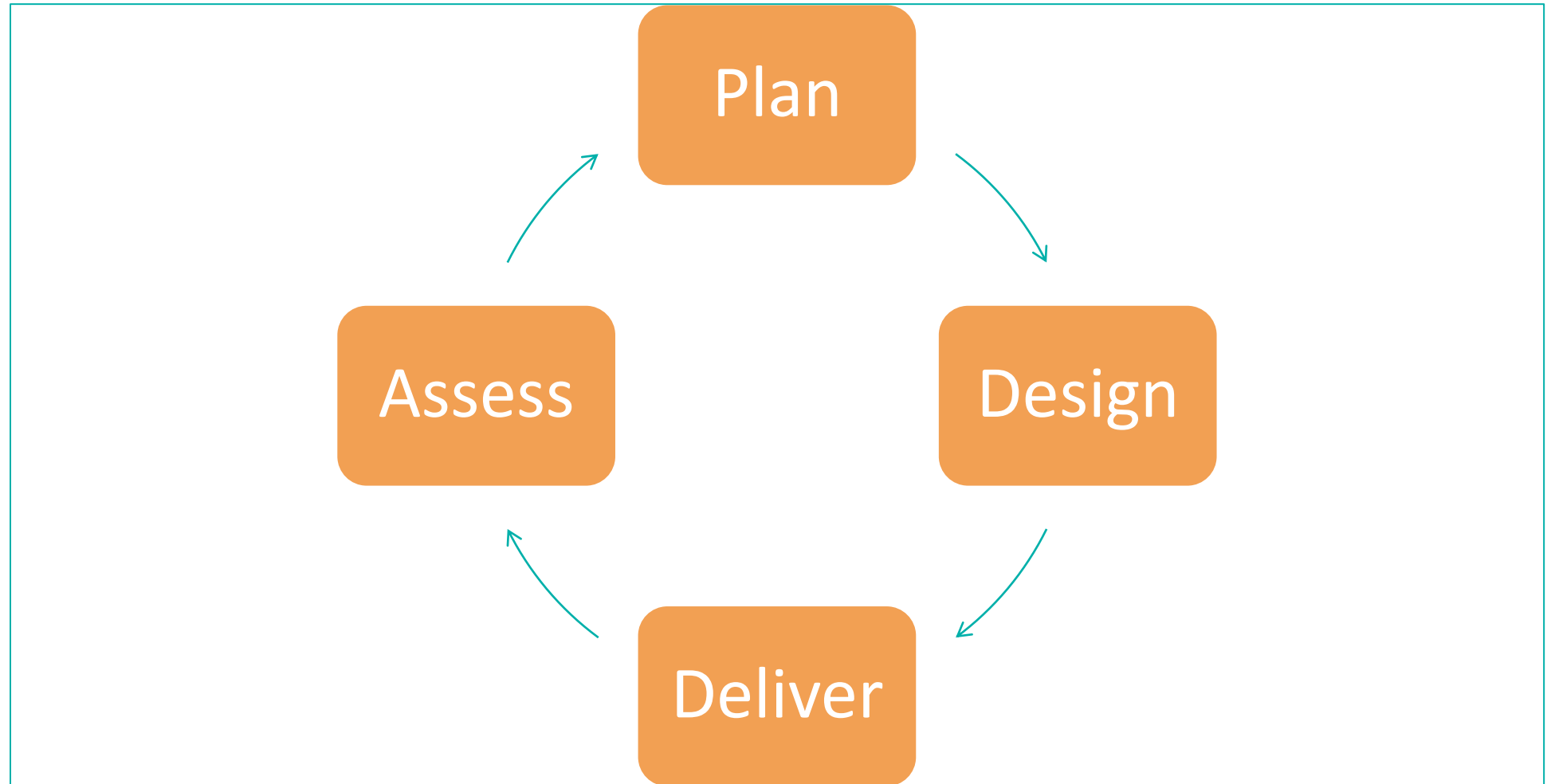
A: Model giving clear, step-by-step directions.

B: Coach Cyndi on modeling the behaviors she wants to see.

C: Train Cyndi on how to explicitly build students' skills in communication.



Professional Development Process





Plan

- Assess Staff Capacity
- Identify Training Needs
- Identify Training Topics



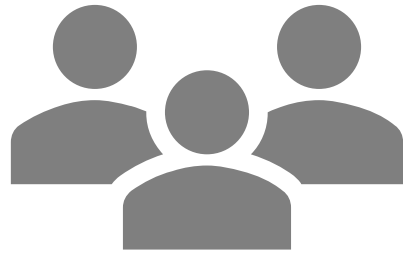
Design

Training Delivery Modes

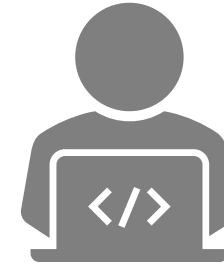
Design the Training



Training Mode



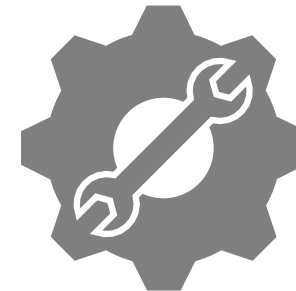
In-Person



Webinars



E-Learning



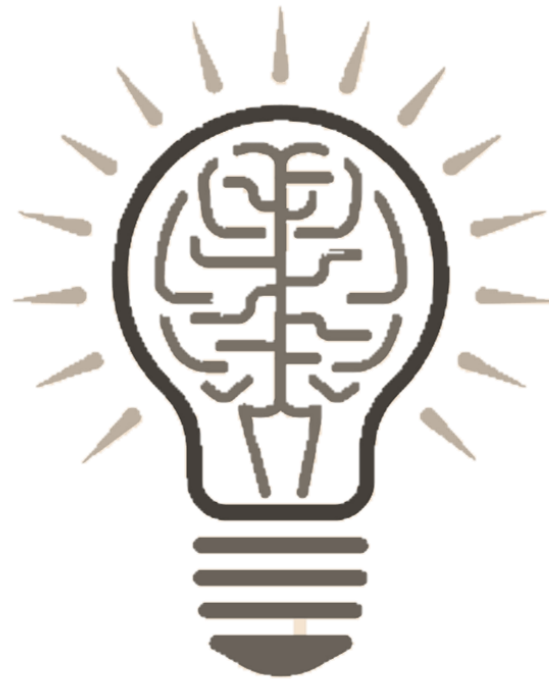
Job Aids



Training Level



Basic



Advanced



Leadership



Professional Development Logistics



Time



Materials



Technology



Space



Food



Budget

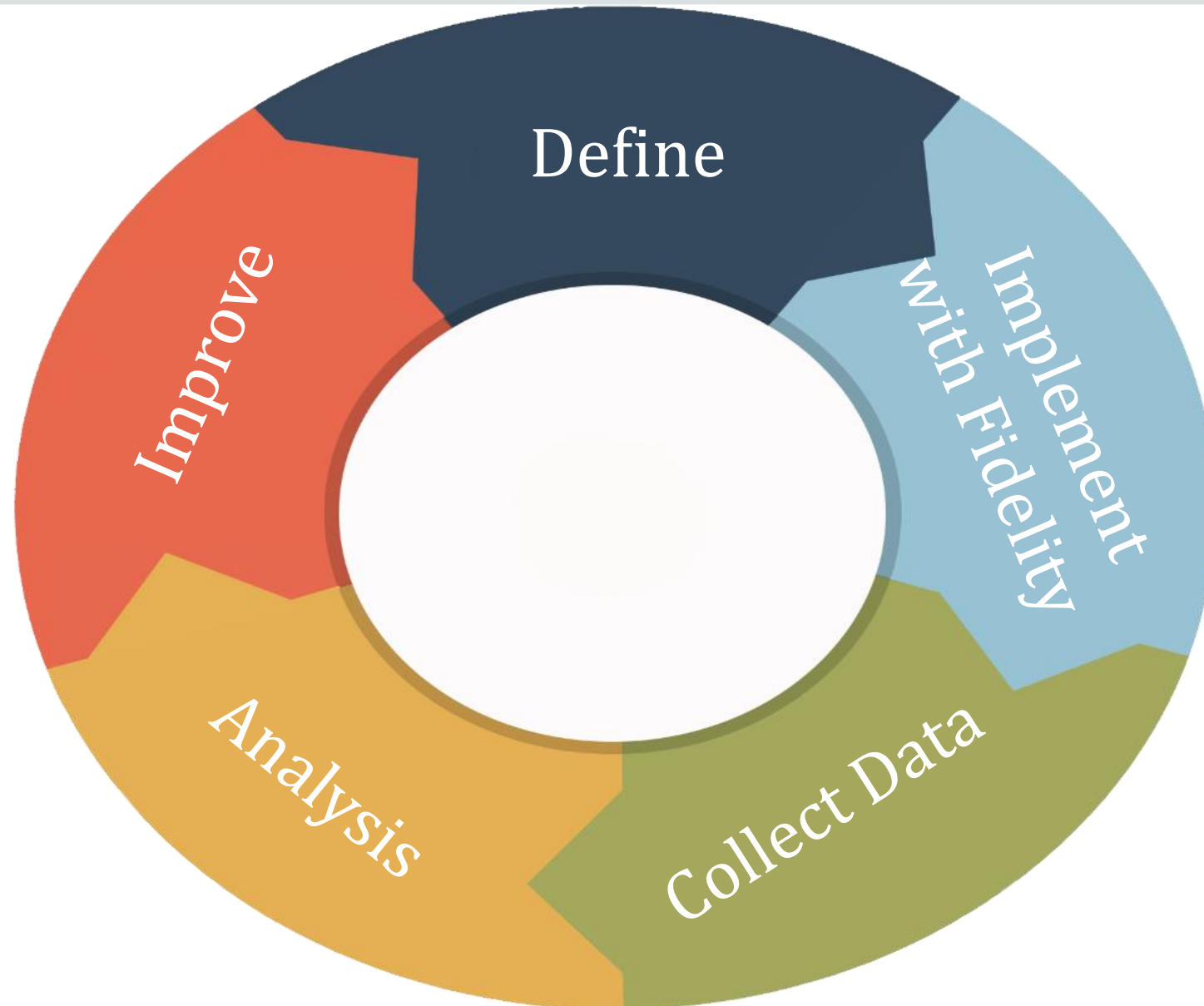


Steps to Social & Emotional Learning



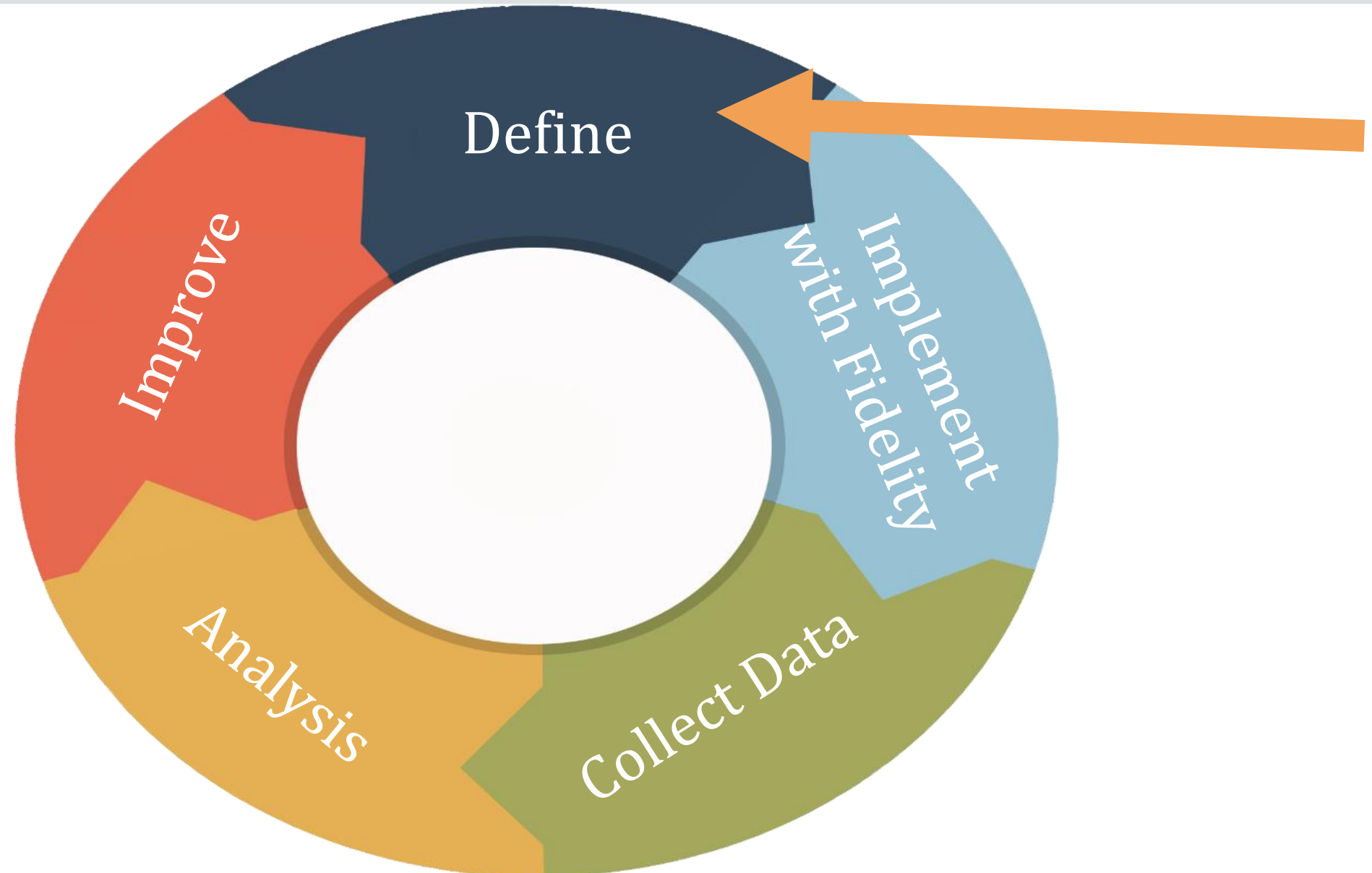


Continuous Improvement Process





Continuous Improvement Process





Logic Model Template



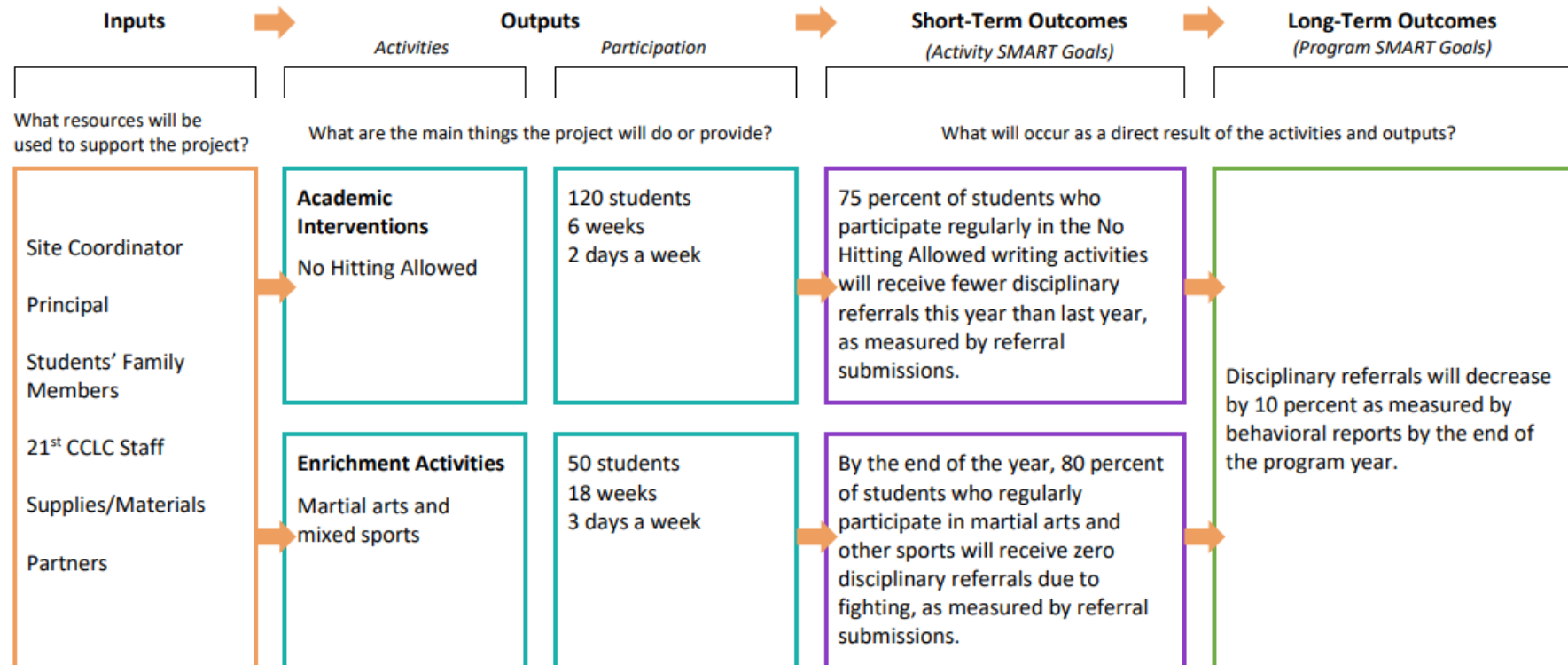
You for Youth | Social and Emotional Learning

1

Social and Emotional Learning Logic Model Template

Customize this template to create a logic model for the social and emotional learning activities you plan to implement in your 21st CCLC program. Examples are provided in the first sections. Remember to keep your priorities in mind (mission, vision, values, mandates, resources, local dynamics, collaborators and competitors).

Once you've completed your logic model, you can use it to monitor program implementation. Remember to (1) keep it focused, (2) collect all necessary data, (3) analyze and interpret the data, and (4) use this information to help you report progress and plan improvements.



Inputs

Outputs

*Intermediate
Goals*

*Long-term
Goals*

Resources

Activities

Activity
Goals

Program
Goals



Logic Model Elements

Inputs

Youth Fit
Curriculum,
gymnasium,
two
facilitators

Outputs

Martial arts and
mixed sports –
one hour a day,
twice a week,
for 12 weeks
with a teacher-
student ratio of
1:15

Intermediate Goals

By the end of the
year, 80 percent of
students who
regularly
participate in
martial arts and
other sports will
receive zero
disciplinary referral
due to fighting, as
measured by
referral
submissions.

Long-term Goals

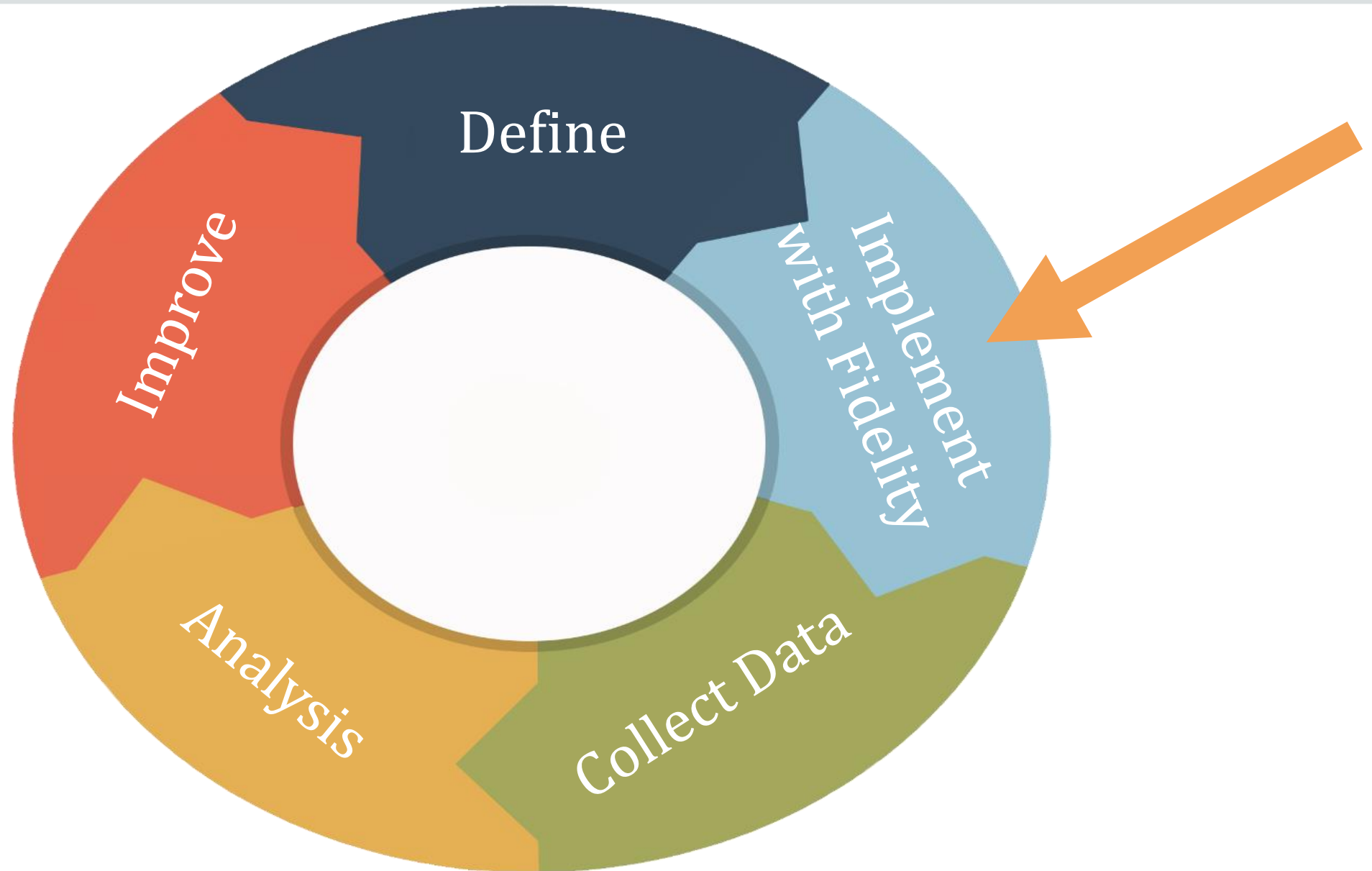
By the end of the
program year,
disciplinary
referrals for
students who
participate in the
21st CCLC
program will
decrease by 10
percent as
measured by
behavioral
reports.



Logic Model Elements



Continuous Improvement Process



A large, stylized clipboard icon with a thick grey border and a clip at the top. Inside the clipboard, the following text is written in orange:

Adherence
Dosage
Engagement
Delivery



Implement With Fidelity



Adjust Early





Fidelity Measures at Risk!

Cyndi is running another Escape Room activity. Her directions are spot-on. Students are moving through the stations just as she had planned. As you are observing student interactions, you notice there aren't any. None of the stations include the self-awareness and self-regulations materials the staff developed.

Which measure is at risk?



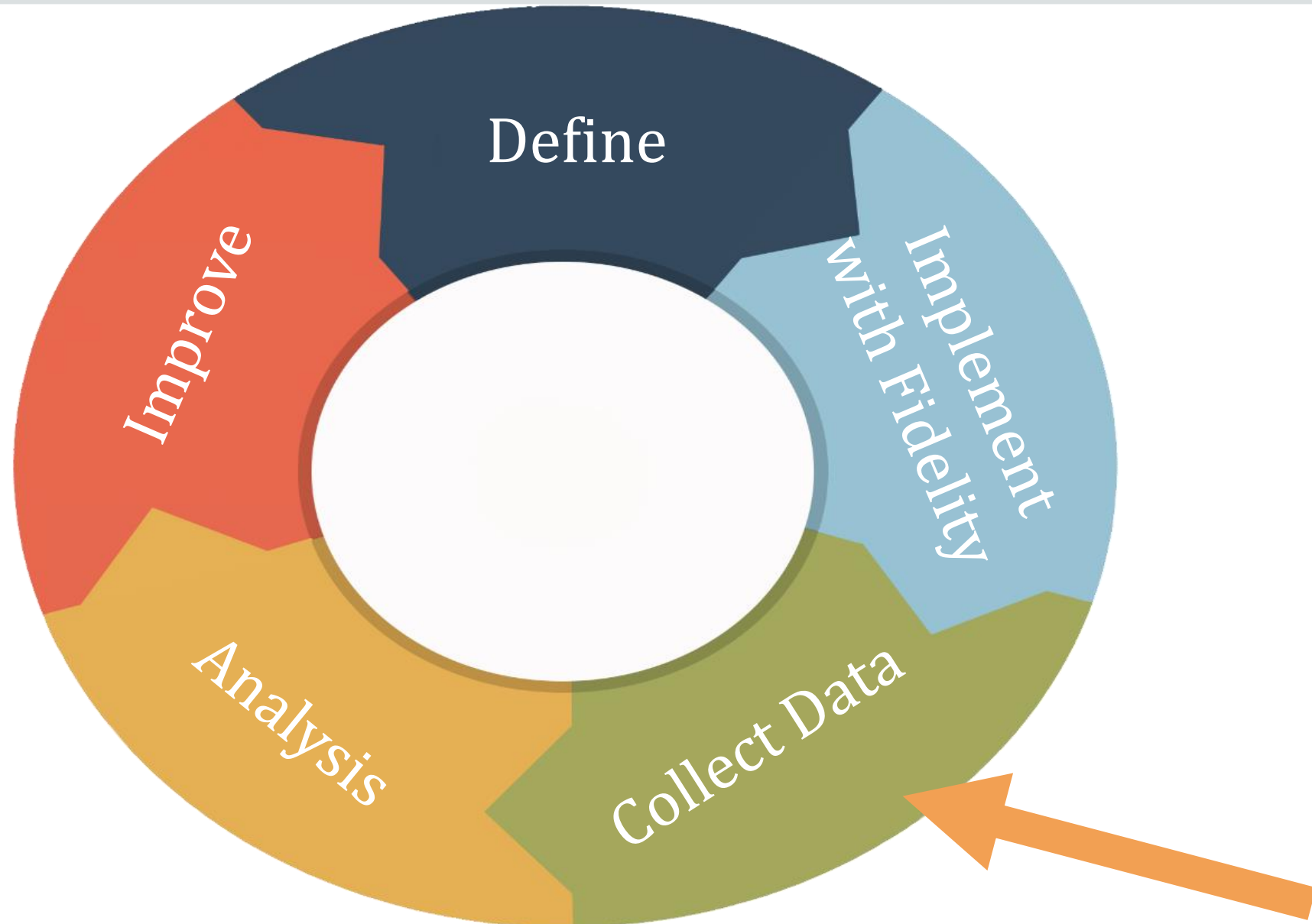
Fidelity Measures at Risk!

Betty's principal assigned her to bus duty, which is something she hadn't previously needed to do. She now comes to the program 15 minutes later than usual. Homework Time now starts ten minutes later than you had planned.

Which measure is at risk?



Continuous Improvement Process





Activity Observation Checklists

Leaders and activity developers should work together to determine the indicators that demonstrate high quality in activities and adherence to the design of each activity. Not every activity will have the same indicators. For example, one activity may be designed with a ratio of 1:10 because research indicates that it is at that ratio where most positive outcomes can be expected. Another activity may not require that low of a ratio. There are two samples of Checklists below which you can customize for your own activities. The first is designed for an academic activity and the second for an academic enrichment activity. The data from these observations should be used to guide continuous improvement.

Site/Center: _____ Date: _____ Obs

Activity: Math

Activity Observation Checklis

| Rating 1=Low 2=Medium 3=High | Indicators | Notes |
|---------------------------------------|--|-------|
| | Adherence to and Quality of the Activity as designed– Program components are implemented as prescribed. | |
| | <i>Activity focus is on targeted skills:</i> <ul style="list-style-type: none">• Skill set #1: <i>Numbers, Operations, and Quantitative Reasoning</i>• Skill set #2: <i>Patterns, Relationships and Algebraic Reasoning</i> | |
| | <i>Every student is participating in one of 3 stations:</i> | |





Y4Y CLICK & GO

21ST CENTURY COMMUNITY LEARNING CENTERS
TECHNICAL ASSISTANCE
WHERE AND WHEN YOU NEED IT

CLICK & GO 5: ADMINISTER FOR SUCCESS

IMPLEMENTING YOUR PROGRAM WITH FIDELITY

PODCASTS

TOOLS



Tools

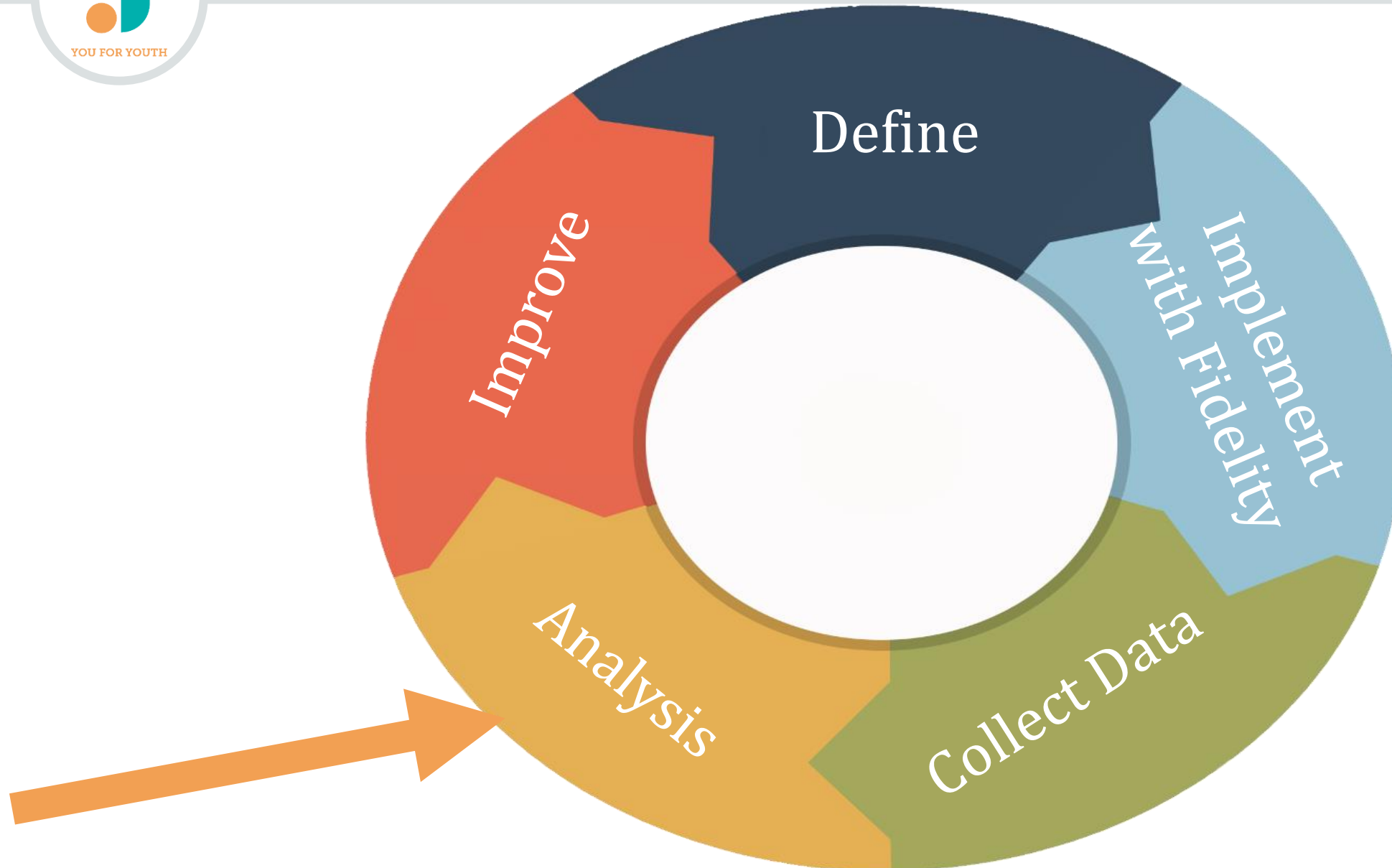


Data – Multiple Sources





Continuous Improvement Process





ABC Webbing

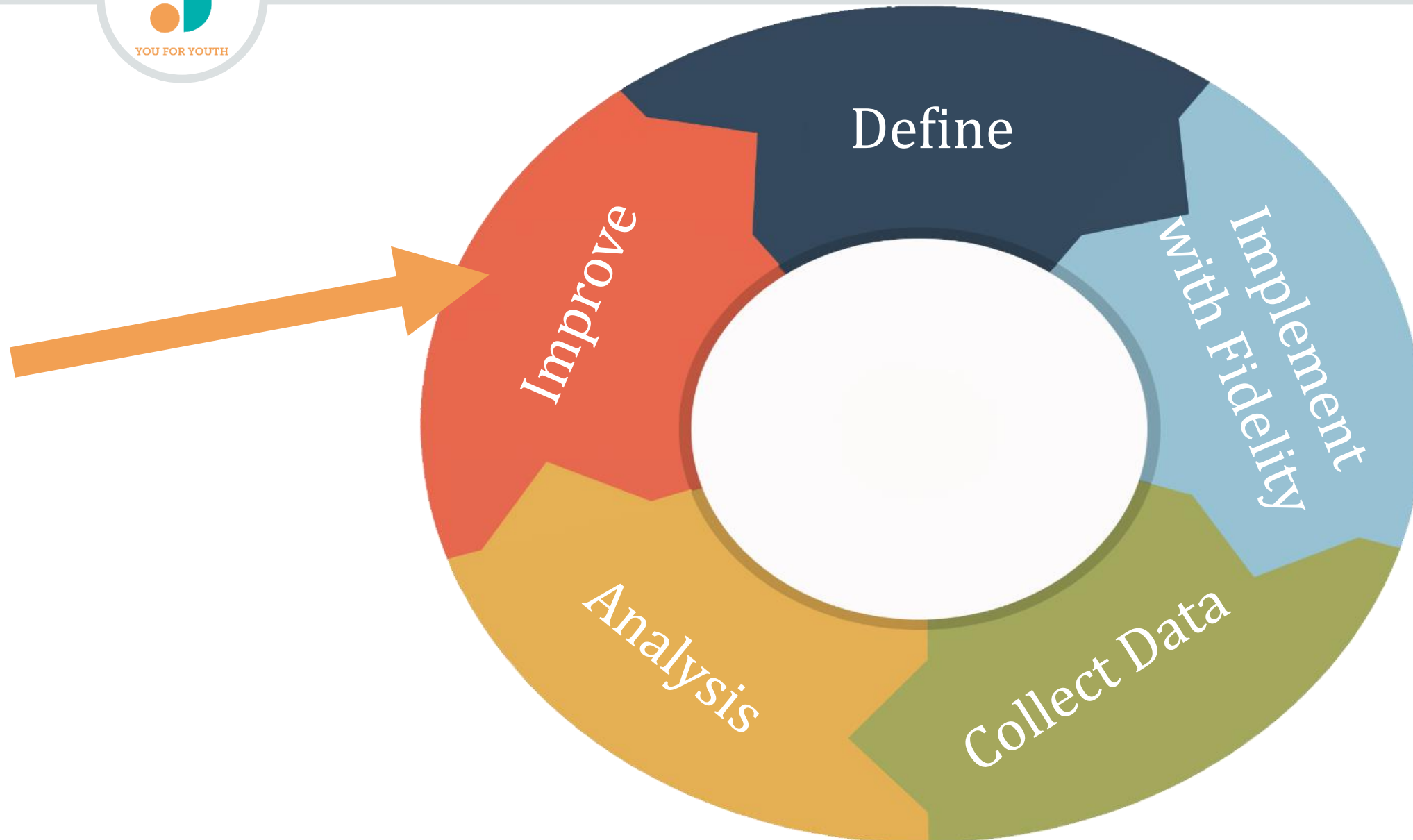
Ask questions about outcomes.

Brainstorm to identify success related to each outcome.

Capture the groups responses.



Continuous Improvement Process





Action Plan for Improvement





Y4Y Course

Social and Emotional Learning: Implementation Strategies

[Resources](#) | [Glossary](#) | [Menu](#)

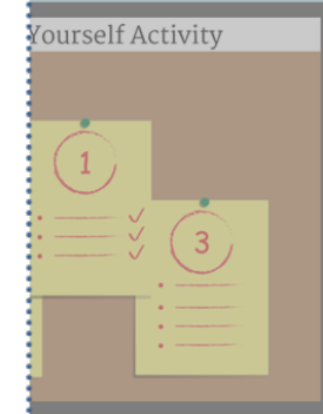
Case Study





What adjustments do you recommend for getting the program on track to meet its goal?

- ☐ Meet with staff to plan alternate ways to develop students' self-management skills.
- ☐ Fire Julie and start over.
- ☐ Give Julie a warning, and have another staff member sit in and observe her each day.
- ☐ Have a one-on-one meeting with Julie and provide feedback on the importance of using the prescribed materials as planned.





Steps to Social & Emotional Learning





Celebrate Your Success!



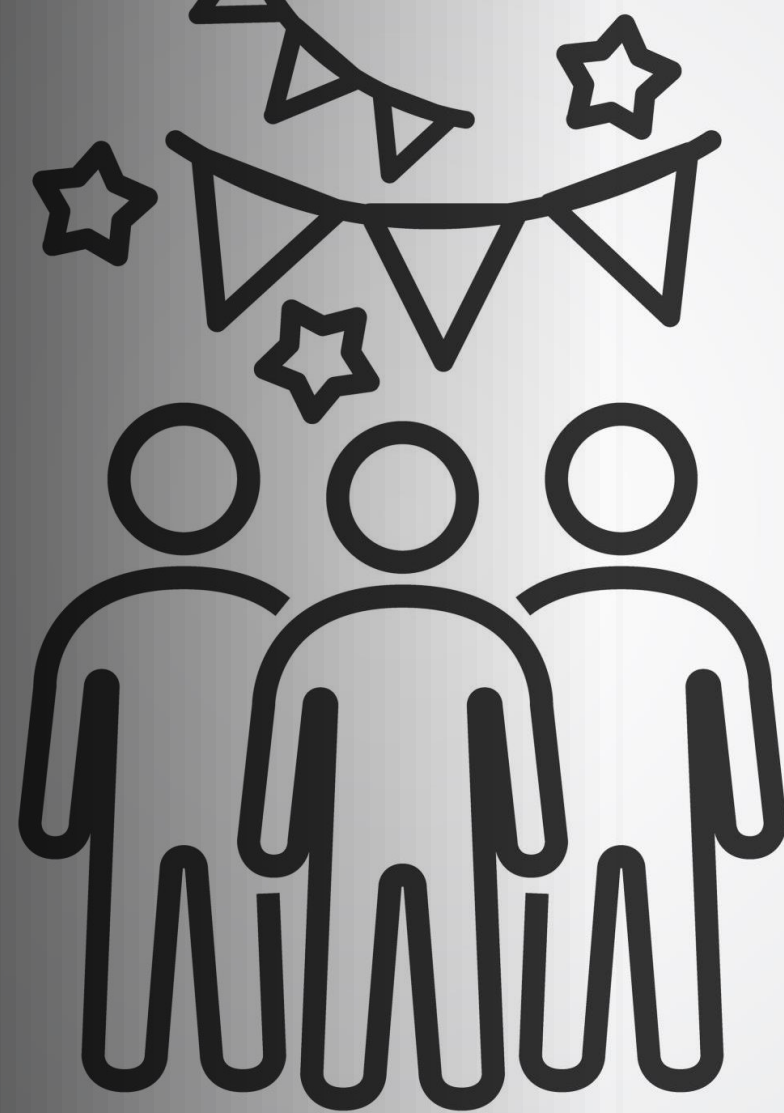


Celebrate
Your Success!



Celebrate Your Success!

Celebrate Your Success!





Steps to Social & Emotional Learning



Selected resources for building resilience and supporting social-emotional and behavioral health in children, families, and staff recovering from the COVID-19 crisis



Resource



- Take a moment and think about the series.
- In five words, describe your learning or your reaction to the content.
- Share in the chatbox.

5



Objectives

- Implement practices and policies which ensure continuing success
- Construct a SEL initiative
- Identify Y4Y resources and tools to support social emotional learning



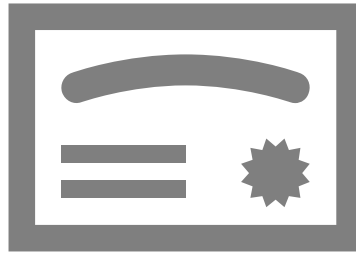


Questions





Certificates



You will receive a certificate:

- One for each virtual event
- An email within one week



It's easy to join our mailing list!

Just send your email address
by text message:

Text

Y4YINSIDER

to **22828** to get started.



Message and data rates may apply when signing up via text.



Contact Us!

Visit
y4y.ed.gov

General Inquiries
y4ywebinars@seiservices.com

